

subdivision of the first farms, and the selection of a site or a township. Marchant, in charge of the process on the ground, together with McKenzie, the Minister of Lands, wanted to create a group of family farms with a mix of tenures which could be taken up by men with farming experience. Out of deference to the urban radicals they also incorporated within the project a scheme modelled on Ballance's village settlements which was designed more for penniless and landless labourers. There were six such settlements but most of these people failed to survive. Those who did manage to survive bought the abandoned allotments and began to create farms.

Gardner provides a vivid account of the personal, social and political processes involved in creating a new community. The book ends with a valuable historiographical "epilogue". Despite Gardner's attack on Fairburn (which finally comes into the open) for paying insufficient attention to the South Island and "Cheviot, either as episode or prototype" (p. 223), it might be pointed out that although there is a small chronological overlap between the period Fairburn analysed and Gardner's story it is too small to warrant such a sweeping conclusion.

Altogether this is a splendid example of its genre: meticulous, thoroughly researched, and written with clarity. The book has been well produced and contains useful illustrations, tables, and maps. The notes and references indicate how thoroughly Gardner has gone his job.

Erik Olssen, University of Otago

Te Ahukaramu Charles Royal, *Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*, Wellington, Bridget Williams Books, 1992. \$17.95.

Maori people and communities have always sought to collect and safeguard their histories, in a multitude of expressed forms. These histories have been passed on to new generations over time, though the extent to which detail and complexity have been preserved has varied from one *rohe* to another. Some are fortunate, and others are not so fortunate. Some are in a desperate catch-up situation.

In this book, Charles addresses the increasing numbers of Maori people, especially the young, who seek to access their histories and traditions, in whatever form they can today be found.

Most Maori are initially attracted to traditional and oral forms, but, as Charles indicates, there are in these times more forms of source material — documentary, archival, published. The incidence of new tribal research, and the numbers of skilled iwi research people, are ever-growing. Opportunities for iwi research people to acquire new skills are keeping pace, if only moderately. However, with *Te Haurapa*, Charles fills a major void in producing a ready text focused on acquiring Maori knowledge, and proficiency in the complex processes of historical research, tempered with empathy with the old.

Given the profusion of forms in which Maori histories and traditions now exist as artefact, knowing how to locate, record and organise material is a further challenge. Charles emphasises the value of knowing how to use recording equipment, nowadays more accepted by *kaumatua* than was once the case. Descriptions are provided of well-known sources of archive material, as well as perhaps lesser-known sources of particular interest to Maori, like Native Land Court Minute Books and the Raupatu document bank. Equally, Charles provides an extended description of the major institutions within which these and other important collections are deposited.

Charles represents a readiness to interpret and locate new knowledge within a traditional iwi-hapu-whanau continuum

as a personal undertaking, a "journal into the world of our ancestors...a spiritual journey that requires regular observance of the taonga that link and bind us".

Some have noted Charles' comment that this book has been written primarily for those Maori who are "just beginning the journey". Such Maori are clearly the focus; however, *Te Haurapa* should have a wider appeal, illustrating as it does aspects of a process of gathering Maori knowledge and rendering it meaningful, in Maori terms.

Charles also submits that there is no such thing as "Maori history" — that all Maori history is tribal history. *Te Haurapa* is Charles' spirited contribution to an expanding body of Maori historiography: increasing numbers of Maori today are discussing and writing about issues of Maori history, especially through *Pouhere Korero*, the recently formed Maori historians' group of which Charles is a leading member.

In *Te Haurapa*, Charles locates the complex processes of Maori research, new and old, firmly within the *kaupapa* of the *tikanga*. Charles is a young scholar who exudes confidence in his Maoritanga and precision in his thinking. This book is a remarkable endeavour made most satisfying by his bringing together a myriad of complex strands into a wholeness that Maori will recognise as fundamental to the nature of Maori knowledge, traditions and history.

Danny Keenan, Massey University

Roy Wilsher, *The World at Peace and War 1890-1930*, Harlow, Essex, Oliver and Boyd/Longman, 1991. N.Z. price \$12.95.

This is a text written for the Foundation/General courses in the Standard Grade of the Scottish Examination Board, covering a topic (on which the title is based) apparently contained in the Scottish syllabus. As such, the book covers topics which are covered in many New Zealand schools at both the Form 5 and Form 6 levels. The two topics with which this book would link best are International Relations: The Origins of World War II at Form 5, and Nationalism, International Relations and the Search for Security: The Origins of World War I at Form 6.

The book consists of seven chapters, covering Europe in 1890, the road to World War I, the nature of modern war in World War I, the impact of the war and the reshaping of Europe, the emergence of the League of Nations and other attempts at international cooperation during the 1920s. The book is rather thin on detailed historical content, with broad general summaries of historical events in each chapter. However, this is supplemented by a very comprehensive range of resources such as contemporary documents, photographs, posters and cartoons, maps and diagrams and other such material. Each chapter has an initial statement outlining to students what they should learn in the chapter, and this is supported by several "Work Sections" containing student activities, a "Word-File" containing definitions of historical terms, Talking Points for discussions and a series of Extension Activities at the end of each chapter. The activities relate closely to the resources and tend to be short answer questions similar in style and level of difficulty to School Certificate. Although teachers may recognise many of the resources in texts used in New Zealand schools, there is a variety of resources which are not so common

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